

Classroom Diagnostic Tools *Search the Profile!*

ANSWERS

PURPOSE

This document outlines an interactive search for use as an overview of the CDT maps during Train the Trainer: Next Steps for Teacher Utilization of the Classroom Diagnostic Tools.

DIRECTIONS

With a partner, log on to <https://pa.drcedirect.com>

Use the following credentials:

Email: qrtteacher@noemail.com (the first letter is a “q” as in QRT)

Password: PasswOrd5 (the 0 is a ZERO)

You will see the eDIRECT home page. Click on **Reporting Tools**; select **Interactive Reports** to get started.

Filters: Choose the following filters to view the reports.

1. Administration: CDT Training Demo
2. District: PA Demo District - 555555555
3. School: PA Demo School – 000000001
4. For this activity, not necessary to fill in Last Name, First Name, PA Secure ID, and Grade.
5. Teacher: Teacher, QRT (5555555)
6. Student Group: CDT Reporting Demo – Math G7 B
7. Click **Continue**
8. Select Map Configuration: Mathematics Grade 7
9. Change the “Begin Date” to 1/1/2010

With your partner, complete the *Search the Profile!*

PA Customer Service: 1-888-551-6935

GROUP MAP

1. In the Group Map, there are three colors shown. What do the colors represent?

Answer: The upper part of the map, represented by green and blue, depicts Student Strengths to Build On. The lower part of the map, represented by red, depicts Student Areas of Need.

2. Five diagnostic categories are featured at the bottom of this map. How are these aligned to the PSSA Reporting Categories? How would these be different if this CDT were aligned to the Keystone Eligible Content?

Answer: When aligned to the PSSA, these diagnostic categories are the Reporting Categories for the PSSA. When aligned to the Keystone Exams, these diagnostic categories would reflect the two modules and sub-categories for each module of the related Keystone Exam.

3. Draw a yellow box around the two dots in the red area of the Measurement diagnostic category and click on **Show Eligible Content**. How would you identify the PSSA Eligible Content and materials/resources needed to differentiate instruction for the two students represented by these dots?

Answer: Eligible Content associated with these scores in Measurement are shown to the right of the Group Map. Click on an Eligible Content hyperlink to view materials/resources found on SAS. This shows the instructional enrichment that can be used for an individual or group of students.

4. Focusing in on the tabular chart posted under the Group Map, what uses does this chart provide?

Answer: This chart provides a list of students and their PAscoreIDs and scaled scores for each of the diagnostic categories, along with Overall Scores and test dates. The chart allows for sorting in each column by clicking on any diagnostic category name or the Overall Score column, allowing the feature to sort scores from high to low or low to high, or by test date to sort scores from earliest to most recent or most recent to earliest. The chart also allows us to choose one or more students to be identified in the Group Map.

5. How could you share this map with other teachers and data team members?

Answer: Click on the **Export to PDF** button. Project during a data team meeting, save and electronically send to teachers and other data team members, or print a copy to share at a data team meeting.

6. On the map, find Wilbur Kraft (in the green band of the Overall Score column) and click on his white dot. What happens to the map?

Answer: The dots representing Wilbur's scores turn black, and a line is drawn connecting Wilbur's scores within each diagnostic category.

7. Draw a box around Wilbur's dot in Numbers and Operations and click on **Show Eligible Content**. What happens when you scroll down below the chart and click on **Export to PDF**?

Answer: A specific report is drawn that highlights Wilbur's data and the Eligible Content for Numbers and Operations. This report is shown as a PDF that can be opened or saved. The Eligible Content shown to the right of the Group Map are included in the PDF with links to materials/resources available in SAS.

8. If you were providing interventions in a classroom or as part of a program in your school, how could you determine if an intervention is effective from one testing session to the next in a specific diagnostic category?

Answer: The data showing how students' scores have changed over time is available by clicking on the diagnostic category in the Category dropdown menu at the top of the Group Map report.

INDIVIDUAL MAP

Click on the Individual Map tab at the top of the map and select the **Mathematics Grade 7 Map Configuration**. You now have the Individual Map for Wilbur Kraft.

1. What do the lines around the scores represent?

Answer: These lines represent standard error, a measure of the precision of the scores.

2. Looking at Wilbur's report, is there a diagnostic category that represents statistically significant differences? How do you know?

Answer: No, because the standard error lines overlap in each diagnostic category. (However, there is a slight statistical difference from November 1, 2009 to January 15, 2010 in the Geometry category that may be identified.)

3. Click on the white dot for Numbers and Operations. What is being shown here?

Answer: The report shows the Eligible Content associated with the score of the student and the diagnostic category selected. Click on the Eligible Content hyperlink to view materials/resources found on SAS. This shows the instructional enrichment that can be used for an individual.

4. What happens when you click on the **Export to PDF** button under Wilbur's map?

Answer: A specific report is drawn that highlights Wilbur's data and the Eligible Content for Numbers and Operations. This report is shown as a PDF that can be opened or saved.

5. How can you access Individual Maps for other students from this screen?

Answer: Click on the dropdown menu at the top of the Individual Map to select other students in that group.

6. When would you use this report?

Answer: This report could be used during one-to-one conferencing between the teacher and the student; when developing a student's IEP, GIEP, or intervention plan; and during conferencing with parents.

INDIVIDUAL LEARNING PROGRESSION MAP

Click on the Learning Progression Map tab at the top of the map. We now see the Learning Progression Map for Wilbur Kraft.

1. What do the red and green dots represent?

Answer: Red dots are Eligible Content where the student responded incorrectly more often than expected based on the difficulty of the item(s). Green dots are the Eligible Content where the student responded correctly more often than expected based on the difficulty of the item(s).

2. What does the vertical gray band indicate?

Answer: The vertical gray band indicates the grade level map configuration currently selected for the student.

3. How can I determine which Eligible Content each of the dots represents?

Answer: I move the cursor over the dot and a box appears that identifies the Eligible Content and its descriptor. Below the descriptor, I also find two selectable links, Materials and Resources and Sample Item, as well as the number of items administered for this Eligible Content.

4. Look under the Reporting Category "Numbers and Operations" for Assessment Anchor Representation and relationships among numeric and symbolic expressions. You will see three red dots in the grade 6 column. What is one of the suggested activities, materials, and/or resources to support this student for these Eligible Content?

Answer: Answers will vary.

GROUP LEARNING PROGRESSION MAP

Click on the Group Learning Progression Map tab at the top of the map. We now see the Learning Progression Map for all students in the selected group.

1. What do the red and green dots in the “summary” column represent?

Answer: A green (check mark) dot indicates that the student's/group's performance for this Eligible Content was equal to or better than the expected performance of a student who is considered just ready for the next grade/course. A red (X) dot indicates that the student's/group's performance for this Eligible Content was less than the expected performance of a student who is considered just ready for the next grade/course.

2. What do the horizontal gray bands indicate?

Answer: The horizontal gray bands indicates the grade level map configuration currently selected for the student.

3. How can your data team use the Group Learning Progression Map to inform instructional decisions?

Answer: Answers will vary.